

THE CORRELATION BETWEEN LANGUAGE LEARNING STRATEGIES AND ENGLISH ACHIEVEMENT ON SECOND GRADE IN SMA MAARIF NU PANDAAN

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Abstract

The aim of this study was to investigate the correlation between language learning strategies and English achievement and to know the dominant strategies among six types of language learning strategies. This research used quantitative method and correlation design. The participant was 168 students, while the sample was 30 students on second grade in SMA MAARIF NU PANDAAN. The instrument tools used SILL (Strategy Inventory for Language Learning) questionnaire and students' final exam score. The result revealed P-value .001 with r-counted .566. It indicated that the correlation between language learning strategies and English achievement was positive significant and the degree of correlation was in moderate level. The next results obtained the mean score of memory strategies 23.30, cognitive strategies 35.90, compensational strategies 16.50, metacognitive strategies 26.97, affective strategies 16.63 and social strategies 16.17. So, the dominant strategies were cognitive and metacognitive.

Keywords: correlation, language learning strategies, English achievement

INTRODUCTION

English is important lesson in Indonesia. Therefore English is as compulsory subject. The students in Indonesia must learn it because the importance of English cannot be denied. Reddy (2016) argued that English is important to learn because it lets people to learn more knowledge, gather more information and enable people to communicate with other people countries. Fitrasari (2013:1) argued that the government realized how important learning English to face globalization era and the main purpose of learning English in primary and secondary school is for making learner afford to continue study in university and preparing to get a job.

For English foreign language students are not easy to master all skills and components since English is not their first language and there are some differences between Indonesia and English in terms pronunciation, grammatical, vocabulary, rules and structures (Islamiyah, 2015: 2). Therefore, students need the right strategies to master it because those strategies will be useful to help EFL students in receiving and understanding new knowledge.

Learning strategy is the specific approach that students use to increase their ability in English. Oxford (2003:8) stated that learning strategies are a specific approach or thought that student use in helping them to increase their L2 learning. Brown (2000) as cited in Tanjung (2018) argued that learning strategy is “specific methods of approaching problems or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.” Learning strategy itself is one of the essential factors during learning process because the right strategies will improve and increase students’ skill and self-confidence. To control and manage their own learning, usually students need learning strategy and by using it learners can increase language ability, confidence and motivation (Shi. 2017: 1).

If students success in learning English they will get good achievement. Lukitasari (2017:18) argued that “achievement is the activity that students have to do in learning process.” Fiamrillah (2016:10) stated that to measure learners’ achievement need a test or assignment that is given by teacher because it is important to know how far learners can understand the topic.

There are many previous studies that also investigate the correlation between language learning strategies and English achievement such as Rismayana (2017) and Afshar and Bayat (2018). They found a positive significant correlation between language learning strategies and English achievement. Yet, there was study that contrast with foregoing research. That was a study by Kiram, Sulaiman, Swanto and Din (2014). The result of their study revealed that there was no correlation between language learning strategies and English proficiency.

Based on the previous studies above, the researcher want to prove whether there is relationship between language learning strategy and English achievement or not. The researcher is also interested in identifying the frequently learning strategies that used by students on the second grade in SMA MAARIF NU PANDAAN.

METHOD

This study identified about the correlation between language learning strategies and English achievement. The independent variable on this research was language learning strategy and the dependent variable was English achievement. The research method was quantitative, while the research design was correlation. The population was 168 students on second grade in SMA MAARIF NU PANDAAN and the sample was 30 students at MIPA5.

This study used two kinds of instruments. The first instrument was SILL questionnaire that adopted from Oxford (1990). This instrument was to measure the language learning strategies that used by students. And the last instrument was students' final exam score. This score was to use measuring the English achievement.

Before distributing questionnaire, the researcher did a tryout to know the validity and reliability of the questionnaire. The result of validity was 5 items that invalid and 45 items were valid. And the result of reliability was 0.951. The score 0.951 showed that the reliability was in very high reliability criteria. The procedure of data collection, the researcher asked the recommendation of later to Department of Religious Affairs to conduct a research in SMA MAARIF NU PANDAAN. And then the researcher collected the data by distributing questionnaire at MIPA5. The time to fill the questionnaire was 20 minutes. After distributing the SILL questionnaire, the researcher asked the students' final exam score to the English teacher. The procedure of data analysis, the researcher used correlation coefficient by using SPSS analysis program to analyze the correlation between language learning strategies and English achievement. After that, the researcher computed the average of every learning strategy. It is intended to know the dominant strategies that used by students.

FINDING AND DISCUSSIONS

And the aim of this study was to find out whether there was any correlation between language learning strategy and English achievement and analyze the dominant strategy that used by students. There were two variables in this study, first was language learning strategies as variable X and the last was English achievement as variable Y. And then, the researcher analyzed those variables by used Person Product Moment Correlation. The samples of this study were 30 students of science program on the second grade in SMA MAARIF NU PANDAAN. And the result of analysis was in below.

Table 4.1 Analysis Result of Pearson Product Moment

Descriptive Statistics			
	Mean	Std. Deviation	N
Learning_Strategies	54.17	9.177	30
English_Achievement	78.30	1.119	30
Correlations			

		Learning_ Strategies	English_ Achievement
Learning_Strategies	Pearson Correlation	1	.566**
	Sig. (2-tailed)		.001
	N	30	30
English_Achievement	Pearson Correlation	.566**	1
	Sig. (2-tailed)	.001	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

As table 4.1 the symbol N was participants. The total participants were 30 students. Moreover, mean of learning strategies was 54.17 with the standard deviation 9.177. While the mean belongs English achievement was 78.30 with the standard deviation 1.119.

The symbol of Sig. (2-tailed) showed the level of significant. The r-counted of learning strategies and English achievement is .566. And the result of P-values was .001. It means that P-value was less than 0.01 or $.001 < 0.01$. So, there was a correlation between language learning strategies and English achievement. And the score r-counted .566 emphasized that the correlation was in moderate level.

The findings of this study showed that the correlation between language learning strategies and English achievement was significant. This finding is supported by Shyr, Feng, Zeng, Hsiesh & Shih (2017). They had the similar result on their study that there was a significant correlation between language learning strategies and achievement goal orientations. Moreover, Altan (2003), Mohammadi (2009), and Chi and Tam (2013) also found the similar result. It can be considered that language learning strategies can affect students' English achievement. It is highlighted by Rismayana (2017) that there were many factors that can influence English proficiency, one of them was language learning strategies that might students use in inside or outside of classrooms. Ketabi and Mohammadi (2012) conclude that language learning strategies had important role in affecting English achievement or proficiency. Zhao (2009) argued on his study that language learning was one of the important factors that can influence the EFL or ESL's success in learning English.

Another finding of this study was between six strategies: memory, cognitive, metacognitive, affective, compensational and social strategies. The dominant strategies were cognitive and metacognitive, followed by memory, affective, compensational and social strategies. The mean score of cognitive strategy was 35.90, while metacognitive 26.97.

The finding on this study indicated that the first dominant strategy was cognitive strategies. The students who used cognitive strategies try to use strategy such as taking note, summarizing, highlighting the passage on their book and etc. Oxford (2001) as cited in Cheng and Chang (2015) got a result that cognitive strategies was the common strategy that students used in term controlling or transforming the target language like repeat, analyze and summarize. According to Al-Qahtani (2013) on his study found that cognitive strategy was the most frequently strategy used. Cognitive strategy assists students directly during learning process. It help student to receive the input and send messages.

While the students who use metacognitive dominantly try to find out the purpose of language task, try to practice, evaluate themselves and etc. Lalonde (1998) found on her study that one of the most frequent strategies was metacognitive and she also stated that by using metacognitive strategy, student try to plan and evaluate their learning. Rismayana (2017) revealed that metacognitive strategy as a popular strategy. Metacognitive strategy was essential part in influencing students' success. It enable student to manage and evaluate their learning.

CONCLUSION AND SUGGESTION

The purpose of this study was to explore how language learning strategies relate to English achievement. This study also investigated the dominant strategies among six types of language learning strategies. Based on analysis revealed P-value .001 and r-counted .556. So, this study proved that the correlation was in moderate level but statistically significant correlation was found between language learning strategies and English achievement on second grade in SMA MAARIF NU PANDAAN. The next findings obtained that cognitive and metacognitive strategies were the most frequently used. The mean score of cognitive was 35.90 while metacognitive was 26.97. Based on the research finding and discussion, the researcher would like to propose some suggestions as follows:

1. For students

Language learning strategies is important part in learning process. So, students should utilize the cognitive and metacognitive strategies more frequently and also combine them to increase their English achievement. The students also can use or integrate other strategies besides cognitive and metacognitive strategies.

2. For teacher

Teacher has a role as motivator in class, so teacher should motivate and encourage students to use cognitive and metacognitive effectively. Teacher has a role as motivator in class, so teacher should motivate students to use cognitive and metacognitive effectively. Teacher also can encourage students to try other strategies that might be appropriate with them.

3. For further researcher.

There are many factors that influence English achievement such as motivation and aptitude. But, in this study the researcher only uses language learning strategies. So, for further researcher should add more other factors that influence English achievement besides language learning strategies. And explore the language learning strategies that used by low and high students.

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